

behavior and the nine management strategies. The core interventions include common sense approaches such as altering the physical layout of the classroom and modifying academic program to suit the child's abilities.

An interesting twist to intervention is described in chapter 16 where peers are assisting children with ADHD in regulating impulsive behavior. The author describes this as student-mediated conflict resolution programs. Playground mediation is well described, along with its main purpose in reducing the bullying experiences.

Chapter 17 provides adequate information on the history, indications, basic pharmacology and clinical effects of stimulants. An interesting read in this chapter is about the treatment of comorbid symptoms in ADHD and the thorough discussion of acute side effects. In the brief, relevant next chapter (chapter 18) the treatment with antidepressants and SNRIs is described. The key clinical points made in chapter 19 are relevant to the difficult, hard-to-treat cases of ADHD. This chapter discusses the use of antidepressants, modafinil, and clonidine. The chapter also describes the use of anticonvulsants and special populations where antipsychotic medications might be indicated. Useful guidelines are provided for when clinicians have to use multiple drugs in treating ADHD (examples include Tourettes disorder and severe anxiety).

Chapter 20 advocates the use of combined child therapies to alleviate symptoms. Not all of the psychosocial treatments are without side effects. A phenomenon of behavioral contagion is described in a social skills training program for children with ADHD, as well as the escalation of conflicts during behavioral family therapy. The following two chapters describe psychological counseling and pharmacotherapy interventions for adults with ADHD.

This book is well referenced and has all the updated information. I had read the first edition and, to me, this book seemed more attractively presented. It is a good reference book to keep in one's personal library, and a definite place needs to be found in departmental libraries.

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### **Attention-Deficit Hyperactivity Disorder: A Clinical Workbook, Third Edition**

*Barkley R. A. and Murphy K. R. The Guilford Press: New York, 2006, 165 pp., US \$33.00 paperback.*

This manual is to accompany the revised third edition of *Attention-Deficit Hyperactivity Disorder: A Handbook For Diagnosis And Treatment. Third Edition*. It consists of three main sections and mini chapters that are organized with forms for use with children and adolescents, forms for the evaluation of adults, and forms for use during medication treatment. This mini book is a treasure of tools that every clinician will benefit from ready use in their clinical practice.

It is important to note that all the forms have limited photocopy license, meaning the publisher has granted permission to reproduce the handouts and forms for use with their own clients and patients. As there are nine new handouts, this could be a good excuse to buy the third revised edition.

I have found this workbook invaluable in the past and it has served as my transitional object in the ADHD clinic. I have no hesitation in recommending it to all clinicians who see children, adolescents and adults with ADHD.

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### **Assessing and Managing Violence Risk in Juveniles**

*Borum, R. & Verhaagen, D. The Guilford Press: New York, 2006, 226 pp. CA \$41.35.*

The authors' objective for this book was to "bridge the gap between science and practice in assessing and managing violence risk in adolescents". They addressed risk assessment, intervention, and prevention of violence. Part I addressed trends and processes in youth violence, risk factors, and mental and behavioural disorders and violent behaviour. Part II described the process and principles of conducting violence risk assessments with juveniles, including the use of psychological tests and assessment instruments as well as structured interviewing. Report writing and commu-